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Reflective Perspectives: Educating our Community

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Reflective Perspectives: Educating our Community

Holly Hanna, East Campus

Grade Level (Req.): 11-12	Content Area (Req.): English	Unit (Opt.): Reflective Perspectives
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none">• Geography• World History•		
Time Frame (Req.): 6 weeks	Goal (Req.): To generate empathy and education concerning the conflict in Liberia and to help students better understand the struggle faced by many peers in an attempt to change community stereotypes or misunderstandings.	
	Objective (Req.): Using primary and secondary sources, students will use research to develop “empathy maps” to find patterns in thinking that highlight integral pieces of information sure to change stereotypes and prior frustrations. Those facts will be shared with the community in some fashion (student choice) to help educate the public and fuel empathy.	
Materials Needed (Req.): <ul style="list-style-type: none">• Internet• The Refugee Project site http://www.therefugeeproject.org/#• World wall map• stickies• Mighty Be Our Powers - Gbowee••		New Vocabulary (Opt.): <ul style="list-style-type: none">• empathy• conflict - on a larger scale• exile• oppression•
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): What do you know about Africa? Liberia? How do you feel about Africa? Liberia? Why?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none">1. Discussion about Africa – the actual size (http://kai.sub.blue/en/africa.html) and the stereotypes. Empathy map introduced (this is what I think/stereotype now – as a piece of information changes my mind, I will move to next level indicating what piece of information changed my way thinking and why). Look at Refugee Project interactive map.2. Students will explore ten facts about Liberia (to provide background info). Lists will be shared out, placed on stickies, and categorized on the wall. Empathy maps visited3. Students will view Leymah Gbowee’s TEDTalk and discuss her message. Empathy maps will be visited4. For three weeks, students will analyze the voices within Gbowee’s book, Mighty Be Our Powers – we will collect facts, psychologically despairities, and powerful quotes on stickies and will categorize on the wall.5. After every chapter, when stickies have been created, students will visit their empathy maps		

<p>our environment affects our personalities and our health. We will also discuss movement and the trauma that occurs (God Grew Tired of Us).</p> <ol style="list-style-type: none"> Upon finishing the book, students will visit their entire empathy map from their beginning thoughts, stereotypes, and misunderstandings to current perspectives. They will choose three points in which they experienced the greatest shifts. Using facts, quotes, etc. from the book (properly cited) students will explain those shifts through a reflection with supported evidence (from text). The reflection must be at least 3-5 pages in length. (1 week – rough draft & final draft) Students’ experiences will be shared with the class and charted as a whole on an oversized empathy map. Each student will use a different color. Students will analyze shifts in patterns and thoughts, analyzing what pieces of information created the most positive shifts. Together, students will brainstorm a tentative, culturally-sensitive method to educate the public and encourage empathy by using their previous findings (but not without input and support from the Liberian population) Unit #2 will follow – students will interview members of the Liberian population, gaining insight about community struggles and needs to make collaborative decisions on how to educate the public Click here to enter text. Click here to enter text. 	
Formative Evaluation (Req.): empathy maps, continuation of facts, quotes, etc., class discussions	Assessment (Req.): final reflection paper, ideas about implementation of culturally-sensitive information to educate the public
<p>Iowa Core Curriculum Standards Used (Req.):</p> <p>RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <ul style="list-style-type: none"> <p>RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <ul style="list-style-type: none"> <p>RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony)</p> <ul style="list-style-type: none"> W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence Click here to enter text. 	
<p>Common Core Curriculum Standards Used (Opt.):</p> <ul style="list-style-type: none"> 	

<ul style="list-style-type: none"> • • • 	
<p>NGS Standards Used (Req.):</p> <ul style="list-style-type: none"> • Standard 1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective. • Standard 4 The physical and human characteristics of places. • Standard 5. That people create regions to interpret Earth's complexity. • Standard 6 How culture and experience influence people's perceptions of places and regions. • Standard 12. The processes, patterns, and functions of human settlement. • Standard 14. How human actions modify the physical environment. • Standard 15. How physical systems affect human systems. • Standard 16. The changes that occur in the meaning, use, distribution, and importance of resources. • Standard 17. How to apply geography to interpret the past. • Standard 18. How to apply geography to interpret the present and plan for the future. 	
<p>Five Themes of Geography Used (Req.):</p> <p>Click here to enter text.</p> <ul style="list-style-type: none"> • Place • Human- Environment Interaction • Movement • 	<p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"> • • •
<p>21st Century Universal Constructs (Opt.): Realizing others' perspectives, civic action</p>	
<p>Other Disciplinary Standards (Opt.):</p> <ul style="list-style-type: none"> • • • • • 	
<p>Other Essential Information (Opt.):</p>	
<p>Other Resources (Opt.):</p> <ul style="list-style-type: none"> • • • • 	